

**PSYCHOLOGICAL SUPPORT METHODS FOR STUDENTS WITH SPECIAL
EDUCATIONAL NEEDS IN INCLUSIVE CLASSROOMS**

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Abstract: This study explores the psychological support methods used for students with special educational needs (SEN) in inclusive classrooms. The research combines classroom observations, interviews with teachers and school psychologists, and parent questionnaires to evaluate the effectiveness of different support strategies. Findings indicate that individualized counseling, social-emotional learning programs, peer mentoring, behavioral support plans, and family consultations significantly enhance students' emotional stability, social skills, classroom behavior, and academic engagement. The study emphasizes the importance of collaboration among teachers, psychologists, parents, and peers in creating a supportive and inclusive learning environment. Recommendations are provided for integrating psychological support into educational policies and practices to ensure the success of inclusive education.

Keywords: Inclusive education, special educational needs, psychological support, emotional well-being, social-emotional learning, peer mentoring, behavioral support plans, family collaboration, teacher-student cooperation, classroom integration.

Introduction

Inclusive education has become one of the key priorities in modern educational policy around the world. It promotes the idea that every child, regardless of physical, mental, or emotional condition, has the right to receive education in a supportive environment together with their peers. According to UNESCO (2017), inclusion means more than simply placing students with special educational needs (SEN) into regular classrooms; it requires the creation of appropriate psychological, pedagogical, and social conditions that ensure their full participation and personal development.

Children with special educational needs often face emotional, behavioral, and social difficulties that may hinder their learning process and social integration (Vygotsky, 1978). Therefore, **psychological support** in inclusive classrooms plays a vital role in promoting their self-esteem, motivation, emotional stability, and communication skills. Psychological assistance not only improves individual well-being but also contributes to creating a positive classroom climate for all students (Anderson, 2019).

The implementation of inclusive education in Uzbekistan and many other countries emphasizes the need for teachers and school psychologists to develop effective strategies that address the diverse needs of students. These strategies include individualized psychological counseling, social-emotional learning programs, peer mentoring, and cooperative learning models (Karimova, 2020). However, despite significant progress, many schools still face challenges in providing comprehensive psychological support due to limited resources, lack of professional training, and social stereotypes about disability (UNICEF, 2020).

Thus, the purpose of this study is to analyze and identify effective **psychological support methods** that can enhance the emotional well-being and learning outcomes of students with special educational needs in inclusive classrooms. The study also aims to highlight the role of

teachers, psychologists, and parents in ensuring successful psychological adaptation and integration of these students into the general educational environment.

Materials and Methods

This study aimed to investigate effective psychological support methods for students with special educational needs (SEN) within inclusive classrooms. A qualitative-descriptive research design was employed to combine theoretical insights from psychological and pedagogical literature with practical classroom observations and stakeholder feedback. The research was carried out in three comprehensive schools in Uzbekistan that have been implementing inclusive education programs for at least two years.

The participants included **45 students with special educational needs**, aged 8 to 14, representing diverse categories such as mild intellectual disabilities, speech and language impairments, and emotional-behavioral difficulties. Additionally, **30 teachers** who had experience teaching in inclusive classrooms were involved, along with **6 school psychologists** who provided expert assessment and guidance regarding the implementation of psychological support interventions. Parents of the participating students were also included in the study to gather information on their perception of psychological support strategies and the child's progress at home.

Data collection was carried out using multiple complementary methods to ensure comprehensive coverage of the research objectives. **Classroom observations** were conducted to record emotional, behavioral, and social patterns exhibited by students with SEN, focusing on their interaction with peers, response to tasks, and adaptation to classroom routines. **Semi-structured interviews** with teachers and psychologists provided qualitative insights into the range of psychological support techniques applied, their perceived effectiveness, and challenges faced in implementation. Additionally, **questionnaires** were distributed to parents to assess the impact of school-based interventions on their child's psychological well-being and to evaluate the quality of home-school collaboration.

The collected data were analyzed through **content analysis** and **comparative evaluation**. Observational notes and interview transcripts were coded and categorized to identify recurring themes, patterns, and effective strategies. Quantitative responses from parent questionnaires were summarized using descriptive statistics, such as percentages and frequency distributions, to illustrate trends in perceptions and student progress indicators. This mixed-method approach allowed for triangulation of data and enhanced the validity and reliability of the study findings.

Ethical considerations were strictly observed throughout the study. All participants, including students, teachers, psychologists, and parents, were informed about the study's purpose and provided voluntary consent. Confidentiality of personal data was maintained, and sensitive information was anonymized to protect participant privacy. The study also ensured that no intervention or observation caused distress or disruption to the regular learning environment of the students.

The psychological support methods applied in the participating inclusive classrooms were systematically categorized to facilitate analysis and comparison. These methods included individual counseling, social-emotional learning programs, peer mentoring, behavioral support

plans, and family consultations. The following table summarizes these methods, their descriptions, expected outcomes, and the personnel responsible for implementation.

Table 1. Psychological Support Methods in Inclusive Classrooms

Method Type	Description	Expected Outcome	Implemented by
Individual Counseling	One-on-one sessions tailored to address emotional, behavioral, or social challenges of the student	Enhanced self-awareness, emotional stability, and coping strategies	School Psychologist
Social-Emotional Learning (SEL)	Structured classroom programs focusing on empathy, cooperation, conflict resolution, and self-regulation	Improved peer relationships, communication skills, and classroom behavior	Teacher + School Psychologist
Peer Mentoring	Pairing SEN students with supportive classmates to encourage collaboration and social interaction	Increased social integration and confidence in group activities	Teacher
Behavioral Support Plans	Implementation of structured reinforcement and feedback mechanisms to guide behavior	Improved task engagement, motivation, and reduction of disruptive behavior	Teacher + School Psychologist
Family Consultation	Regular meetings with parents to provide guidance, monitor progress, and suggest home strategies	Strengthened parent-school collaboration and consistent support for the child	School Psychologist + Parent

Results

The analysis of the collected data revealed significant findings regarding the effectiveness of psychological support methods for students with special educational needs (SEN) in inclusive classrooms. Classroom observations indicated that students receiving structured psychological support demonstrated higher levels of emotional stability, improved peer interactions, and greater engagement in academic tasks compared to students without such interventions. Students involved in **individual counseling sessions** exhibited noticeable reductions in anxiety and frustration, showing increased confidence in completing classroom activities.

Interviews with teachers and psychologists highlighted that **social-emotional learning (SEL) programs** were particularly effective in promoting cooperation, empathy, and self-regulation. Teachers reported that students participating in SEL activities were more likely to resolve conflicts independently and engage positively with peers. Peer mentoring programs also contributed to enhanced social integration; SEN students paired with supportive classmates

displayed improved communication skills, higher participation in group tasks, and increased motivation to attend school regularly.

Behavioral support plans, which involved structured reinforcement and individualized feedback, were associated with a measurable decrease in disruptive behaviors and better adherence to classroom routines. Parents' feedback from questionnaires confirmed that regular **family consultations** strengthened home-school collaboration, resulting in consistent emotional support for the child, improved learning habits, and reduced behavioral challenges at home.

Quantitative analysis of parent questionnaires showed that approximately **82% of parents** observed improvements in their child's emotional well-being after the implementation of psychological support interventions, while **76% reported enhanced social skills**. Teachers indicated that **68% of students** demonstrated improved academic engagement, and psychologists noted that **71% of students** showed reduced signs of stress or anxiety in classroom settings.

The following table summarizes the observed effectiveness of each psychological support method based on student, teacher, and parent reports:

Table 2. Effectiveness of Psychological Support Methods in Inclusive Classrooms

Method Type	Observed Benefits	Student Impact (%)	Teacher/Parent Feedback (%)
Individual Counseling	Reduced anxiety, increased confidence, better coping with stress	78%	80%
Social-Emotional Learning (SEL)	Enhanced cooperation, empathy, self-regulation	70%	75%
Peer Mentoring	Improved communication, social integration, motivation	68%	72%
Behavioral Support Plans	Decreased disruptive behavior, increased task engagement	65%	70%
Family Consultation	Strengthened home-school collaboration, consistent emotional support	82%	78%

Overall, the results indicate that **a combination of psychological support methods** yields the best outcomes for students with SEN in inclusive classrooms. Students benefit most when individualized counseling, structured SEL programs, peer mentoring, behavioral support, and family consultation are implemented concurrently. Teachers and parents emphasized that the active involvement of school psychologists and consistent home-school communication are crucial factors in enhancing the overall effectiveness of these interventions.

The findings underscore the importance of integrating psychological support strategies into inclusive education policies and teacher training programs. By doing so, schools can create an inclusive learning environment that promotes both academic success and emotional well-being for students with special educational needs.

Discussion

The findings of this study highlight the significant role of psychological support in enhancing the learning and social-emotional development of students with special educational needs (SEN) in inclusive classrooms. The data indicate that individualized counseling sessions are highly effective in reducing anxiety, promoting self-confidence, and improving coping mechanisms. These results are consistent with previous research emphasizing the importance of personalized psychological interventions for children with diverse learning and behavioral challenges (Karimova, 2020; Anderson, 2019).

Social-emotional learning (SEL) programs were shown to foster empathy, cooperation, and self-regulation among students, aligning with Vygotsky's (1978) theory on the social development of higher psychological processes. Peer mentoring also emerged as a valuable strategy, facilitating social integration and communication skills. The combination of these methods appears to create a positive feedback loop: enhanced social competence leads to increased academic engagement, which in turn reinforces emotional well-being.

Behavioral support plans proved effective in promoting classroom discipline and improving engagement in tasks. These findings support previous studies suggesting that structured reinforcement and individualized behavioral strategies are essential for managing disruptive behaviors and enhancing learning outcomes for SEN students (UNICEF, 2020).

Family consultations were particularly influential in strengthening home-school cooperation. The active involvement of parents ensured that psychological interventions were reinforced at home, providing a consistent support network for students. This aligns with Epstein's (2018) framework, which emphasizes the critical role of family-school partnerships in promoting student success.

Overall, the study confirms that **integrated psychological support strategies**, involving teachers, school psychologists, peers, and parents, are essential to achieving optimal outcomes in inclusive classrooms. However, the findings also reveal challenges, including limited resources, varying teacher training levels, and occasional resistance from students or parents, which need to be addressed to maximize effectiveness.

Conclusion

This study demonstrates that psychological support methods significantly enhance the academic, emotional, and social development of students with special educational needs in inclusive classrooms. Individual counseling, social-emotional learning programs, peer mentoring, behavioral support plans, and family consultations collectively contribute to improving students' emotional stability, social skills, classroom behavior, and motivation.

The results highlight the importance of a **collaborative approach** involving teachers, school psychologists, parents, and peers. Active home–school cooperation, continuous professional development for teachers, and consistent implementation of structured support strategies are key factors in ensuring the success of inclusive education programs.

Implementing these psychological support methods not only benefits students with SEN but also fosters a positive classroom environment that encourages empathy, collaboration, and mutual respect among all students. These findings underscore the necessity of integrating psychological support into inclusive education policies, teacher training curricula, and school practices to ensure that every student can reach their full potential.

Future research should focus on longitudinal studies to evaluate the long-term impact of these interventions and explore innovative strategies tailored to diverse cultural and educational contexts. By addressing these challenges, inclusive classrooms can become truly supportive environments that promote both academic achievement and emotional well-being for all students.

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